

108TH CONGRESS
2D SESSION

H. R. 4409

To reauthorize title II of the Higher Education Act of 1965.

IN THE HOUSE OF REPRESENTATIVES

MAY 20, 2004

Mr. GINGREY (for himself, Mr. BOEHNER, Mr. McKEON, Mr. ISAKSON, Mr. TIBERI, and Mr. WILSON of South Carolina) introduced the following bill; which was referred to the Committee on Education and the Workforce

A BILL

To reauthorize title II of the Higher Education Act of 1965.

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*

3 **SECTION 1. SHORT TITLE.**

4 This Act may be cited as “Teacher Training En-
5 hancement Act”.

6 **SEC. 2. TEACHER QUALITY ENHANCEMENT GRANTS.**

7 Part A of title II of the Higher Education Act of
8 1965 (20 U.S.C. 1021 et seq.) is amended to read as fol-
9 lows:

1 **“PART A—TEACHER QUALITY ENHANCEMENT**
2 **GRANTS FOR STATES AND PARTNERSHIPS**

3 **“SEC. 201. PURPOSES; DEFINITIONS.**

4 “(a) PURPOSES.—The purposes of this part are to—

5 “(1) improve student academic achievement;

6 “(2) improve the quality of the current and fu-
7 ture teaching force by improving the preparation of
8 prospective teachers and enhancing professional de-
9 velopment activities;

10 “(3) hold institutions of higher education ac-
11 countable for preparing highly qualified teachers;
12 and

13 “(4) recruit qualified individuals, including mi-
14 norities and individuals from other occupations, into
15 the teaching force.

16 “(b) DEFINITIONS.—In this part:

17 “(1) ARTS AND SCIENCES.—The term ‘arts and
18 sciences’ means—

19 “(A) when referring to an organizational
20 unit of an institution of higher education, any
21 academic unit that offers 1 or more academic
22 majors in disciplines or content areas cor-
23 responding to the academic subject matter
24 areas in which teachers provide instruction; and

25 “(B) when referring to a specific academic
26 subject matter area, the disciplines or content

1 areas in which academic majors are offered by
2 the arts and science organizational unit.

3 “(2) EXEMPLARY TEACHER.—The term ‘exem-
4 plary teacher’ has the meaning given such term in
5 section 9101 of the Elementary and Secondary Edu-
6 cation Act of 1965 (20 U.S.C. 7801).

7 “(3) HIGHLY QUALIFIED.—The term ‘highly
8 qualified’ has the meaning given such term in sec-
9 tion 9101 of the Elementary and Secondary Edu-
10 cation Act of 1965 (20 U.S.C. 7801).

11 “(4) HIGH-NEED LOCAL EDUCATIONAL AGEN-
12 CY.—The term ‘high-need local educational agency’
13 means a local educational agency—

14 “(A)(i)(I) that serves not fewer than
15 10,000 children from families with incomes
16 below the poverty line; or

17 “(II) for which not less than 25 percent of
18 the children served by the agency are from fam-
19 ilies with incomes below the poverty line;

20 “(ii) that is among those serving the high-
21 est number or percentage of children from fam-
22 ilies with incomes below the poverty line in the
23 State, but this clause applies only in a State
24 that has no local educational agency meeting
25 the requirements of clause (i); or

1 “(iii) with a total of less than 600 students
2 in average daily attendance at the schools that
3 are served by the agency and all of whose
4 schools are designated with a school locale code
5 of 7, as determined by the Secretary; and

6 “(B)(i) for which there is a high percent-
7 age of teachers not teaching in the academic
8 subjects or grade levels that the teachers were
9 trained to teach; or

10 “(ii) for which there is a high percentage
11 of teachers with emergency, provisional, or tem-
12 porary certification or licensing.

13 “(5) POVERTY LINE.—The term ‘poverty line’
14 means the poverty line (as defined by the Office of
15 Management and Budget, and revised annually in
16 accordance with section 673(2) of the Community
17 Services Block Grant Act (42 U.S.C. 9902(2))) ap-
18 plicable to a family of the size involved.

19 “(6) PROFESSIONAL DEVELOPMENT.—The
20 term ‘professional development’ has the meaning
21 given such term in section 9101 of the Elementary
22 and Secondary Education Act of 1965 (20 U.S.C.
23 7801).

24 “(7) SCIENTIFICALLY BASED READING RE-
25 SEARCH.—The term ‘scientifically based reading re-

1 search’ has the meaning given such term in section
2 1208 of the Elementary and Secondary Education
3 Act of 1965 (20 U.S.C. 6368).

4 “(8) SCIENTIFICALLY BASED RESEARCH.—The
5 term ‘scientifically based research’ has the meaning
6 given such term in section 9101 of the Elementary
7 and Secondary Education Act of 1965 (20 U.S.C.
8 7801).

9 “(9) TEACHING SKILLS.—The term ‘teaching
10 skills’ means skills that—

11 “(A) are based on scientifically based re-
12 search;

13 “(B) enable teachers to effectively convey
14 and explain subject matter content;

15 “(C) lead to increased student academic
16 achievement; and

17 “(D) use strategies that—

18 “(i) are specific to subject matter;

19 “(ii) include ongoing assessment of
20 student learning;

21 “(iii) focus on identification and tai-
22 loring of academic instruction to students’s
23 specific learning needs; and

24 “(iv) focus on classroom management.

1 **“SEC. 202. STATE GRANTS.**

2 “(a) IN GENERAL.—From amounts made available
3 under section 210(1) for a fiscal year, the Secretary is
4 authorized to award grants under this section, on a com-
5 petitive basis, to eligible States to enable the eligible
6 States to carry out the activities described in subsection
7 (d).

8 “(b) ELIGIBLE STATE.—

9 “(1) DEFINITION.—In this part, the term ‘eligi-
10 ble State’ means—

11 “(A) the Governor of a State; or

12 “(B) in the case of a State for which the
13 constitution or law of such State designates an-
14 other individual, entity, or agency in the State
15 to be responsible for teacher certification and
16 preparation activity, such individual, entity, or
17 agency.

18 “(2) CONSULTATION.—The Governor or the in-
19 dividual, entity, or agency designated under para-
20 graph (1)(B) shall consult with the Governor, State
21 board of education, State educational agency, or
22 State agency for higher education, as appropriate,
23 with respect to the activities assisted under this sec-
24 tion.

25 “(3) CONSTRUCTION.—Nothing in this sub-
26 section shall be construed to negate or supersede the

1 legal authority under State law of any State agency,
2 State entity, or State public official over programs
3 that are under the jurisdiction of the agency, entity,
4 or official.

5 “(c) APPLICATION.—To be eligible to receive a grant
6 under this section, an eligible State shall submit an appli-
7 cation to the Secretary that—

8 “(1) meets the requirement of this section;

9 “(2) demonstrates that the State is in full com-
10 pliance with sections 207 and 208;

11 “(3) includes a description of how the eligible
12 State intends to use funds provided under this sec-
13 tion;

14 “(4) includes measurable objectives for the use
15 of the funds provided under the grant;

16 “(5) demonstrates the State has submitted and
17 is actively implementing a plan that meets the re-
18 quirements of sections 1111(h)(1)(C)(viii) and 1119
19 of the Elementary and Secondary Education Act of
20 1965 (20 U.S.C. 6311(h)(1)(C)(viii) and 6319); and

21 “(6) contains such other information and assur-
22 ances as the Secretary may require.

23 “(d) USES OF FUNDS.—An eligible State that re-
24 ceives a grant under this section shall use the grant funds
25 to reform teacher preparation requirements, to coordinate

1 with State activities under section 2113(c) of the Elemen-
2 tary and Secondary Education Act of 1965 (20 U.S.C.
3 6613(c)), and to ensure that current and future teachers
4 are highly qualified, by carrying out one or more of the
5 following activities:

6 “(1) REFORMS.—Ensuring that all teacher
7 preparation programs in the State are preparing
8 teachers who are highly qualified, are able to under-
9 stand scientifically based research and its applica-
10 bility, and are able to use advanced technology effec-
11 tively in the classroom, including use for instruc-
12 tional techniques to improve student academic
13 achievement, by assisting such programs—

14 “(A) to retrain faculty; and

15 “(B) to design (or redesign) teacher prepa-
16 ration programs so they—

17 “(i) are based on rigorous academic
18 content, scientifically based research (in-
19 cluding scientifically based reading re-
20 search), and challenging State student aca-
21 demic content standards; and

22 “(ii) promote strong teaching skills.

23 “(2) CERTIFICATION OR LICENSURE REQUIRE-
24 MENTS.—Reforming teacher certification (including

1 recertification) or licensing requirements to ensure
2 that—

3 “(A) teachers have the subject matter
4 knowledge and teaching skills in the academic
5 subjects that the teachers teach that are nec-
6 essary to help students meet challenging State
7 student academic achievement standards; and

8 “(B) such requirements are aligned with
9 challenging State academic content standards.

10 “(3) ALTERNATIVES TO TRADITIONAL TEACHER
11 PREPARATION AND STATE CERTIFICATION.—Pro-
12 viding prospective teachers with alternative routes to
13 State certification and traditional preparation to be-
14 come highly qualified teachers through—

15 “(A) innovative approaches that reduce un-
16 necessary barriers to State certification while
17 producing highly qualified teachers;

18 “(B) programs that provide support to
19 teachers during their initial years in the profes-
20 sion; and

21 “(C) alternative routes to State certifi-
22 cation of teachers for qualified individuals, in-
23 cluding mid-career professionals from other oc-
24 cupations, former military personnel, and recent

1 college graduates with records of academic dis-
2 tinction.

3 “(4) INNOVATIVE PROGRAMS.—Planning and
4 implementing innovative programs to enhance the
5 ability of institutions of higher education to prepare
6 highly qualified teachers, such as charter colleges of
7 education or university and local educational agency
8 partnership schools, that—

9 “(A) permit flexibility in meeting State re-
10 quirements as long as graduates, during their
11 initial years in the profession, increase student
12 academic achievement;

13 “(B) provide long-term data gathered from
14 teachers’ performance over multiple years in the
15 classroom on the ability to increase student aca-
16 demic achievement;

17 “(C) ensure high-quality preparation of
18 teachers from underrepresented groups; and

19 “(D) create performance measures that
20 can be used to document the effectiveness of in-
21 novative methods for preparing highly qualified
22 teachers.

23 “(5) MERIT PAY.—Developing, or assisting
24 local educational agencies in developing—

1 “(A) merit-based performance systems that
2 reward teachers who increase student academic
3 achievement; and

4 “(B) strategies that provide differential
5 and bonus pay in high-need local educational
6 agencies to retain—

7 “(i) principals;

8 “(ii) highly qualified teachers who
9 teach in high-need academic subjects, such
10 as reading, mathematics, and science;

11 “(iii) highly qualified teachers who
12 teach in schools identified for school im-
13 provement under section 1116(b) of the
14 Elementary and Secondary Education Act
15 of 1965 (20 U.S.C. 6316(b));

16 “(iv) special education teachers;

17 “(v) teachers specializing in teaching
18 limited English proficient children; and

19 “(vi) highly qualified teachers in
20 urban and rural schools or districts.

21 “(6) TEACHER ADVANCEMENT.—Developing, or
22 assisting local educational agencies in developing,
23 teacher advancement and retention initiatives that
24 promote professional growth and emphasize multiple
25 career paths (such as paths to becoming a highly

1 qualified mentor teacher or exemplary teacher) and
2 pay differentiation.

3 “(7) TEACHER REMOVAL.—Developing and im-
4 plementing effective mechanisms to ensure that local
5 educational agencies and schools are able to remove
6 expeditiously incompetent or unqualified teachers
7 consistent with procedures to ensure due process for
8 the teachers.

9 “(8) TECHNICAL ASSISTANCE.—Providing tech-
10 nical assistance to low-performing teacher prepara-
11 tion programs within institutions of higher education
12 identified under section 208(a).

13 “(9) TEACHER EFFECTIVENESS.—Developing—

14 “(A) systems to measure the effectiveness
15 of teacher preparation programs and profes-
16 sional development programs; and

17 “(B) strategies to document gains in stu-
18 dent academic achievement or increases in
19 teacher mastery of the academic subjects the
20 teachers teach as a result of such programs.

21 “(10) TEACHER RECRUITMENT AND RETEN-
22 TION.—Undertaking activities that—

23 “(A) develop and implement effective
24 mechanisms to ensure that local educational

1 agencies and schools are able effectively to re-
2 cruit and retain highly qualified teachers; or

3 “(B) are described in section 204(d).

4 “(11) PRESCHOOL TEACHERS.—Developing
5 strategies—

6 “(A) to improve the qualifications of pre-
7 school teachers, which may include State certifi-
8 cation for such teachers; and

9 “(B) to improve and expand preschool
10 teacher preparation programs.

11 “(e) EVALUATION.—

12 “(1) EVALUATION SYSTEM.—An eligible State
13 that receives a grant under this section shall develop
14 and utilize a system to evaluate annually the effec-
15 tiveness of teacher preparation programs and profes-
16 sional development activities within the State in pro-
17 ducing gains in—

18 “(A) the teacher’s annual contribution to
19 improving student academic achievement, as
20 measured by State academic assessments re-
21 quired under section 1111(b)(3) of the Elemen-
22 tary and Secondary Education Act of 1965 (20
23 U.S.C. 6311(b)(3)); and

24 “(B) teacher mastery of the academic sub-
25 jects they teach, as measured by pre- and post-

1 participation tests of teacher knowledge, as ap-
 2 propriate.

3 “(2) USE OF EVALUATION SYSTEM.—Such eval-
 4 uation system shall be used by the State to evalu-
 5 ate—

6 “(A) activities carried out using funds pro-
 7 vided under this section; and

8 “(B) the quality of its teacher education
 9 programs.

10 “(3) PUBLIC REPORTING.—The State shall
 11 make the information described in paragraph (1)
 12 widely available through public means, such as post-
 13 ing on the Internet, distribution to the media, and
 14 distribution through public agencies.

15 **“SEC. 203. PARTNERSHIP GRANTS.**

16 “(a) GRANTS.—From amounts made available under
 17 section 210(2) for a fiscal year, the Secretary is author-
 18 ized to award grants under this section, on a competitive
 19 basis, to eligible partnerships to enable the eligible part-
 20 nerships to carry out the activities described in subsections
 21 (d) and (e).

22 “(b) DEFINITIONS.—

23 “(1) ELIGIBLE PARTNERSHIPS.—In this part,
 24 the term ‘eligible partnership’ means an entity
 25 that—

1 “(A) shall include—

2 “(i) a partner institution;

3 “(ii) a school of arts and sciences;

4 “(iii) a high-need local educational
5 agency; and

6 “(iv) a public or private educational
7 organization; and

8 “(B) may include a Governor, State edu-
9 cational agency, the State board of education,
10 the State agency for higher education, an insti-
11 tution of higher education not described in sub-
12 paragraph (A), a public charter school, a public
13 or private elementary school or secondary
14 school, a public or private educational organiza-
15 tion, a business, a science-, mathematics-, or
16 technology-oriented entity, a faith-based or
17 community organization, a prekindergarten pro-
18 gram, a teacher organization, an education
19 service agency, a consortia of local educational
20 agencies, or a nonprofit telecommunications en-
21 tity.

22 “(2) PARTNER INSTITUTION.—In this section,
23 the term ‘partner institution’ means an institution of
24 higher education, the teacher training program of
25 which demonstrates that—

1 “(A) graduates from the teacher training
2 program exhibit strong performance on State-
3 determined qualifying assessments for new
4 teachers through—

5 “(i) demonstrating that the graduates
6 of the program who intend to enter the
7 field of teaching have passed all of the ap-
8 plicable State qualification assessments for
9 new teachers, which shall include an as-
10 sessment of each prospective teacher’s sub-
11 ject matter knowledge in the content area
12 or areas in which the teacher intends to
13 teach; or

14 “(ii) being ranked among the highest-
15 performing teacher preparation programs
16 in the State as determined by the State—

17 “(I) using criteria consistent with
18 the requirements for the State report
19 card under section 207(a); and

20 “(II) using the State report card
21 on teacher preparation required under
22 section 207(a); or

23 “(B) the teacher training program requires
24 all the students of the program to participate in

1 intensive clinical experience, to meet high aca-
2 demic standards, and—

3 “(i) in the case of secondary school
4 candidates, to successfully complete an
5 academic major in the subject area in
6 which the candidate intends to teach or to
7 demonstrate competence through a high
8 level of performance in relevant content
9 areas; and

10 “(ii) in the case of elementary school
11 candidates, to successfully complete an
12 academic major in the arts and sciences or
13 to demonstrate competence through a high
14 level of performance in core academic sub-
15 ject areas.

16 “(c) APPLICATION.—Each eligible partnership desir-
17 ing a grant under this section shall submit an application
18 to the Secretary at such time, in such manner, and accom-
19 panied by such information as the Secretary may require.
20 Each such application shall—

21 “(1) contain a needs assessment of all the part-
22 ners with respect to teaching and learning and a de-
23 scription of how the partnership will coordinate with
24 other teacher training or professional development
25 programs, and how the activities of the partnership

1 will be consistent with State, local, and other edu-
2 cation reform activities that promote student aca-
3 demic achievement;

4 “(2) contain a resource assessment that de-
5 scribes the resources available to the partnership,
6 the intended use of the grant funds, including a de-
7 scription of how the grant funds will be used in ac-
8 cordance with subsection (f), and the commitment of
9 the resources of the partnership to the activities as-
10 sisted under this part, including financial support,
11 faculty participation, time commitments, and con-
12 tinuation of the activities when the grant ends;

13 “(3) contain a description of—

14 “(A) how the partnership will meet the
15 purposes of this part;

16 “(B) how the partnership will carry out
17 the activities required under subsection (d) and
18 any permissible activities under subsection (e);

19 “(C) the partnership’s evaluation plan pur-
20 suant to section 206(b);

21 “(D) how faculty of the teacher prepara-
22 tion program at the partner institution will
23 serve, over the term of the grant, with highly
24 qualified teachers in the classrooms of the high-

1 need local educational agency included in the
2 partnership;

3 “(E) how the partnership will ensure that
4 teachers, principals, and superintendents in pri-
5 vate elementary and secondary schools located
6 in the geographic areas served by an eligible
7 partnership under this section will participate
8 equitably in accordance with section 9501 of
9 the Elementary and Secondary Education Act
10 of 1965 (20 U.S.C. 7881);

11 “(F) how the partnership will design and
12 implement a clinical program component that
13 includes close supervision of student teachers by
14 faculty of the teacher preparation program at
15 the partner institution and mentor teachers;

16 “(G) how the partnership will design and
17 implement an induction program to support all
18 new teachers through the first 3 years of teach-
19 ing that includes mentors who are trained and
20 compensated by the partnership for their work
21 with new teachers; and

22 “(H) how the partnership will collect, ana-
23 lyze, and use data on the retention of all teach-
24 ers in schools located in the geographic areas

1 served by the partnership to evaluate the effec-
2 tiveness of its teacher support system; and

3 “(4) contain a certification from the high-need
4 local educational agency included in the partnership
5 that it has reviewed the application and determined
6 that the grant proposed will comply with subsection
7 (f).

8 “(d) REQUIRED USES OF FUNDS.—An eligible part-
9 nership that receives a grant under this section shall use
10 the grant funds to reform teacher preparation require-
11 ments, to coordinate with State activities under section
12 2113(c) of the Elementary and Secondary Education Act
13 of 1965 (20 U.S.C. 6613(c)), and to ensure that current
14 and future teachers are highly qualified, by carrying out
15 one or more of the following activities:

16 “(1) REFORMS.—Implementing reforms within
17 teacher preparation programs to ensure that such
18 programs are preparing teachers who are highly
19 qualified, are able to understand scientifically based
20 research and its applicability, and are able to use
21 advanced technology effectively in the classroom, in-
22 cluding use for instructional techniques to improve
23 student academic achievement, by—

24 “(A) retraining faculty; and

1 “(B) designing (or redesigning) teacher
2 preparation programs so they—

3 “(i) are based on rigorous academic
4 content, scientifically based research (in-
5 cluding scientifically based reading re-
6 search), and challenging State student aca-
7 demic content standards; and

8 “(ii) promote strong teaching skills.

9 “(2) CLINICAL EXPERIENCE AND INTER-
10 ACTION.—Providing sustained and high-quality
11 preservice and in-service clinical experience, includ-
12 ing the mentoring of prospective teachers by exem-
13 plary teachers, substantially increasing interaction
14 between faculty at institutions of higher education
15 and new and experienced teachers, principals, and
16 other administrators at elementary schools or sec-
17 ondary schools, and providing support for teachers,
18 including preparation time and release time, for such
19 interaction.

20 “(3) PROFESSIONAL DEVELOPMENT.—Creating
21 opportunities for enhanced and ongoing professional
22 development that improves the academic content
23 knowledge of teachers in the subject areas in which
24 the teachers are certified to teach or in which the

1 teachers are working toward certification to teach,
2 and that promotes strong teaching skills.

3 “(4) TEACHER PREPARATION.—Developing, or
4 assisting local educational agencies in developing,
5 professional development activities that—

6 “(A) provide training in how to teach and
7 address the needs of students with different
8 learning styles, particularly students with dis-
9 abilities, limited English proficient students,
10 and students with special learning needs; and

11 “(B) provide training in methods of—

12 “(i) improving student behavior in the
13 classroom; and

14 “(ii) identifying early and appropriate
15 interventions to help students described in
16 subparagraph (A) learn.

17 “(e) ALLOWABLE USES OF FUNDS.—An eligible
18 partnership that receives a grant under this section may
19 use such funds to carry out the following activities:

20 “(1) ALTERNATIVES TO TRADITIONAL TEACHER
21 PREPARATION AND STATE CERTIFICATION.—Pro-
22 viding prospective teachers with alternative routes to
23 State certification and traditional preparation to be-
24 come highly qualified teachers through—

1 “(A) innovative approaches that reduce un-
2 necessary barriers to teacher preparation while
3 producing highly qualified teachers;

4 “(B) programs that provide support during
5 a teacher’s initial years in the profession; and

6 “(C) alternative routes to State certifi-
7 cation of teachers for qualified individuals, in-
8 cluding mid-career professionals from other oc-
9 cupations, former military personnel, and recent
10 college graduates with records of academic dis-
11 tinction.

12 “(2) DISSEMINATION AND COORDINATION.—
13 Broadly disseminating information on effective prac-
14 tices used by the partnership, and coordinating with
15 the activities of the Governor, State board of edu-
16 cation, State higher education agency, and State
17 educational agency, as appropriate.

18 “(3) MANAGERIAL AND LEADERSHIP SKILLS.—
19 Developing and implementing professional develop-
20 ment programs for principals and superintendents
21 that enable them to be effective school leaders and
22 prepare all students to meet challenging State aca-
23 demic content and student academic achievement
24 standards.

25 “(4) TEACHER RECRUITMENT.—Activities—

1 “(A) to encourage students to become
2 highly qualified teachers, such as extra-
3 curricular enrichment activities; and

4 “(B) activities described in section 204(d).

5 “(5) CLINICAL EXPERIENCE IN SCIENCE, MATH-
6 EMATICS, AND TECHNOLOGY.—Creating opportuni-
7 ties for clinical experience and training, by participa-
8 tion in the business, research, and work environ-
9 ments with professionals, in areas relating to
10 science, mathematics, and technology for teachers
11 and prospective teachers, including opportunities for
12 use of laboratory equipment, in order for the teacher
13 to return to the classroom for at least 2 years and
14 provide instruction that will raise student academic
15 achievement.

16 “(6) COORDINATION WITH COMMUNITY COL-
17 LEGES.—Coordinating with community colleges to
18 implement teacher preparation programs, including
19 through distance learning, for the purposes of allow-
20 ing prospective teachers—

21 “(A) to attain a bachelor’s degree and
22 State certification or licensure; and

23 “(B) to become highly qualified teachers.

24 “(7) TEACHER MENTORING.—Establishing or
25 implementing a teacher mentoring program that—

1 “(A) includes minimum qualifications for
2 mentors;

3 “(B) provides training and stipends for
4 mentors;

5 “(C) provides mentoring programs for
6 teachers in their first 3 years of teaching;

7 “(D) provides regular and ongoing oppor-
8 tunities for mentors and mentees to observe
9 each other’s teaching methods in classroom set-
10 tings during the school day;

11 “(E) establishes an evaluation and ac-
12 countability plan for activities conducted under
13 this paragraph that includes rigorous objectives
14 to measure the impact of such activities; and

15 “(F) provides for a report to the Secretary
16 on an annual basis regarding the partnership’s
17 progress in meeting the objectives described in
18 subparagraph (E).

19 “(8) COMPUTER SOFTWARE FOR MULTI-
20 LINGUAL EDUCATION.—Training teachers to use
21 computer software for multilingual education to ad-
22 dress the needs of limited English proficient stu-
23 dents.

24 “(f) SPECIAL RULE.—At least 50 percent of the
25 funds made available to an eligible partnership under this

1 section shall be used directly to benefit the high-need local
 2 educational agency included in the partnership. Any entity
 3 described in subsection (b)(1)(A) may be the fiscal agent
 4 under this section.

5 “(g) CONSTRUCTION.—Nothing in this section shall
 6 be construed to prohibit an eligible partnership from using
 7 grant funds to coordinate with the activities of more than
 8 one Governor, State board of education, State educational
 9 agency, local educational agency, or State agency for high-
 10 er education.

11 “(h) SUPPLEMENT, NOT SUPPLANT.—Funds made
 12 available under this section shall be used to supplement,
 13 and not supplant, other Federal, State, and local funds
 14 that would otherwise be expended to carry out the pur-
 15 poses of this section.

16 **“SEC. 204. TEACHER RECRUITMENT GRANTS.**

17 “(a) PROGRAM AUTHORIZED.—From amounts made
 18 available under section 210(3) for a fiscal year, the Sec-
 19 retary is authorized to award grants, on a competitive
 20 basis, to eligible applicants to enable the eligible applicants
 21 to carry out activities described in subsection (d).

22 “(b) ELIGIBLE APPLICANT DEFINED.—In this part,
 23 the term ‘eligible applicant’ means—

24 “(1) an eligible State described in section
 25 202(b); or

1 “(2) an eligible partnership described in section
2 203(b).

3 “(c) APPLICATION.—Any eligible applicant desiring
4 to receive a grant under this section shall submit an appli-
5 cation to the Secretary at such time, in such form, and
6 containing such information as the Secretary may require,
7 including—

8 “(1) a description of the assessment that the el-
9 igible applicant, and the other entities with whom
10 the eligible applicant will carry out the grant activi-
11 ties, have undertaken to determine the most critical
12 needs of the participating high-need local edu-
13 cational agencies;

14 “(2) a description of the activities the eligible
15 applicant will carry out with the grant, including the
16 extent to which the applicant will use funds to re-
17 cruit minority students to become highly qualified
18 teachers; and

19 “(3) a description of the eligible applicant’s
20 plan for continuing the activities carried out with
21 the grant, once Federal funding ceases.

22 “(d) USES OF FUNDS.—Each eligible applicant re-
23 ceiving a grant under this section shall use the grant
24 funds—

1 “(1)(A) to award scholarships to help students,
2 such as individuals who have been accepted for their
3 first year, or who are enrolled in their first or second
4 year, of a program of undergraduate education at an
5 institution of higher education, pay the costs of tui-
6 tion, room, board, and other expenses of completing
7 a teacher preparation program;

8 “(B) to provide support services, if needed to
9 enable scholarship recipients—

10 “(i) to complete postsecondary education
11 programs; or

12 “(ii) to transition from a career outside of
13 the field of education into a teaching career;
14 and

15 “(C) for followup services provided to former
16 scholarship recipients during the recipients first 3
17 years of teaching; or

18 “(2) to develop and implement effective mecha-
19 nisms to ensure that high-need local educational
20 agencies and schools are able effectively to recruit
21 highly qualified teachers.

22 “(e) ADDITIONAL DISCRETIONARY USES OF
23 FUNDS.—In addition to the uses described in subsection
24 (d), each eligible applicant receiving a grant under this
25 section may use the grant funds—

1 “(1) to develop and implement effective mecha-
2 nisms to recruit into the teaching profession employ-
3 ees from—

4 “(A) high-demand industries, including
5 technology industries; and

6 “(B) the fields of science, mathematics,
7 and engineering; and

8 “(2) to conduct outreach and coordinate with
9 inner city and rural secondary schools to encourage
10 students to pursue teaching as a career.

11 “(f) SERVICE REQUIREMENTS.—

12 “(1) IN GENERAL.—The Secretary shall estab-
13 lish such requirements as the Secretary determines
14 necessary to ensure that recipients of scholarships
15 under this section who complete teacher education
16 programs—

17 “(A) subsequently teach in a high-need
18 local educational agency for a period of time
19 equivalent to—

20 “(i) one year; increased by

21 “(ii) the period for which the recipient
22 received scholarship assistance; or

23 “(B) repay the amount of the scholarship.

1 “(2) USE OF REPAYMENTS.—The Secretary
2 shall use any such repayments to carry out addi-
3 tional activities under this section.

4 “(g) PRIORITY.—The Secretary shall give priority
5 under this section to eligible applicants who provide an
6 assurance that they will recruit a high percentage of mi-
7 nority students to become highly qualified teachers.

8 **“SEC. 205. ADMINISTRATIVE PROVISIONS.**

9 “(a) DURATION; ONE-TIME AWARDS; PAYMENTS.—

10 “(1) DURATION.—

11 “(A) ELIGIBLE STATES AND ELIGIBLE AP-
12 PLICANTS.—Grants awarded to eligible States
13 and eligible applicants under this part shall be
14 awarded for a period not to exceed 3 years.

15 “(B) ELIGIBLE PARTNERSHIPS.—Grants
16 awarded to eligible partnerships under this part
17 shall be awarded for a period of 5 years.

18 “(2) ONE-TIME AWARD.—An eligible partner-
19 ship may receive a grant under each of sections 203
20 and 204, as amended by the Teacher Training En-
21 hancement Act, only once.

22 “(3) PAYMENTS.—The Secretary shall make
23 annual payments of grant funds awarded under this
24 part.

25 “(b) PEER REVIEW.—

1 “(1) PANEL.—The Secretary shall provide the
2 applications submitted under this part to a peer re-
3 view panel for evaluation. With respect to each ap-
4 plication, the peer review panel shall initially rec-
5 ommend the application for funding or for dis-
6 approval.

7 “(2) PRIORITY.—In recommending applications
8 to the Secretary for funding under this part, the
9 panel shall—

10 “(A) with respect to grants under section
11 202, give priority to eligible States that—

12 “(i) have initiatives to reform State
13 teacher certification requirements that are
14 based on rigorous academic content, sci-
15 entifically based research, including sci-
16 entifically based reading research, and
17 challenging State student academic content
18 standards;

19 “(ii) have innovative reforms to hold
20 institutions of higher education with teach-
21 er preparation programs accountable for
22 preparing teachers who are highly qualified
23 and have strong teaching skills; or

24 “(iii) have innovative efforts aimed at
25 reducing the shortage of highly qualified

1 teachers in high poverty urban and rural
2 areas; and

3 “(B) with respect to grants under section
4 203—

5 “(i) give priority to applications from
6 broad-based eligible partnerships that in-
7 volve businesses and community organiza-
8 tions; and

9 “(ii) take into consideration—

10 “(I) providing an equitable geo-
11 graphic distribution of the grants
12 throughout the United States; and

13 “(II) the potential of the pro-
14 posed activities for creating improve-
15 ment and positive change.

16 “(3) SECRETARIAL SELECTION.—The Secretary
17 shall determine, based on the peer review process,
18 which application shall receive funding and the
19 amounts of the grants. In determining grant
20 amounts, the Secretary shall take into account the
21 total amount of funds available for all grants under
22 this part and the types of activities proposed to be
23 carried out.

24 “(c) MATCHING REQUIREMENTS.—

1 “(1) STATE GRANTS.—Each eligible State re-
2 ceiving a grant under section 202 or 204 shall pro-
3 vide, from non-Federal sources, an amount equal to
4 50 percent of the amount of the grant (in cash or
5 in kind) to carry out the activities supported by the
6 grant.

7 “(2) PARTNERSHIP GRANTS.—Each eligible
8 partnership receiving a grant under section 203 or
9 204 shall provide, from non-Federal sources (in cash
10 or in kind), an amount equal to 25 percent of the
11 grant for the first year of the grant, 35 percent of
12 the grant for the second year of the grant, and 50
13 percent of the grant for each succeeding year of the
14 grant.

15 “(d) LIMITATION ON ADMINISTRATIVE EXPENSES.—
16 An eligible State or eligible partnership that receives a
17 grant under this part may not use more than 2 percent
18 of the grant funds for purposes of administering the grant.

19 **“SEC. 206. ACCOUNTABILITY AND EVALUATION.**

20 “(a) STATE GRANT ACCOUNTABILITY REPORT.—An
21 eligible State that receives a grant under section 202 shall
22 submit an annual accountability report to the Secretary,
23 the Committee on Health, Education, Labor, and Pen-
24 sions of the Senate, and the Committee on Education and
25 the Workforce of the House of Representatives. Such re-

1 port shall include a description of the degree to which the
2 eligible State, in using funds provided under such section,
3 has made substantial progress in meeting the following
4 goals:

5 “(1) PERCENTAGE OF HIGHLY QUALIFIED
6 TEACHERS.—Increasing the percentage of highly
7 qualified teachers in the State as required by section
8 1119 of the Elementary and Secondary Education
9 Act of 1965 (20 U.S.C. 6319).

10 “(2) STUDENT ACADEMIC ACHIEVEMENT.—In-
11 creasing student academic achievement for all stu-
12 dents as defined by the eligible State.

13 “(3) RAISING STANDARDS.—Raising the State
14 academic standards required to enter the teaching
15 profession as a highly qualified teacher.

16 “(4) INITIAL CERTIFICATION OR LICENSURE.—
17 Increasing success in the pass rate for initial State
18 teacher certification or licensure, or increasing the
19 numbers of qualified individuals being certified or li-
20 censed as teachers through alternative programs.

21 “(5) DECREASING TEACHER SHORTAGES.—De-
22 creasing shortages of highly qualified teachers in
23 poor urban and rural areas.

24 “(6) INCREASING OPPORTUNITIES FOR PROFES-
25 SIONAL DEVELOPMENT.—Increasing opportunities

1 for enhanced and ongoing professional development
2 that—

3 “(A) improves the academic content knowl-
4 edge of teachers in the subject areas in which
5 the teachers are certified or licensed to teach or
6 in which the teachers are working toward cer-
7 tification or licensure to teach; and

8 “(B) promotes strong teaching skills.

9 “(7) TECHNOLOGY INTEGRATION.—Increasing
10 the number of teachers prepared effectively to inte-
11 grate technology into curricula and instruction and
12 who use technology to collect, manage, and analyze
13 data to improve teaching, learning, and decision-
14 making for the purpose of increasing student aca-
15 demic achievement.

16 “(b) ELIGIBLE PARTNERSHIP EVALUATION.—Each
17 eligible partnership applying for a grant under section 203
18 shall establish, and include in the application submitted
19 under section 203(c), an evaluation plan that includes
20 strong performance objectives. The plan shall include ob-
21 jectives and measures for—

22 “(1) increased student achievement for all stu-
23 dents, as measured by the partnership;

24 “(2) increased teacher retention in the first 3
25 years of a teacher’s career;

1 “(3) increased success in the pass rate for ini-
2 tial State certification or licensure of teachers;

3 “(4) increased percentage of highly qualified
4 teachers; and

5 “(5) increasing the number of teachers trained
6 effectively to integrate technology into curricula and
7 instruction and who use technology to collect, man-
8 age, and analyze data to improve teaching, learning,
9 and decisionmaking for the purpose of improving
10 student academic achievement.

11 “(c) REVOCATION OF GRANT.—

12 “(1) REPORT.—Each eligible State or eligible
13 partnership receiving a grant under section 202 or
14 203 shall report annually on the progress of the eli-
15 gible State or eligible partnership toward meeting
16 the purposes of this part and the goals, objectives,
17 and measures described in subsections (a) and (b).

18 “(2) REVOCATION.—

19 “(A) ELIGIBLE STATES AND ELIGIBLE AP-
20 PLICANTS.—If the Secretary determines that an
21 eligible State or eligible applicant is not making
22 substantial progress in meeting the purposes,
23 goals, objectives, and measures, as appropriate,
24 by the end of the second year of a grant under

1 this part, then the grant payment shall not be
2 made for the third year of the grant.

3 “(B) ELIGIBLE PARTNERSHIPS.—If the
4 Secretary determines that an eligible partner-
5 ship is not making substantial progress in
6 meeting the purposes, goals, objectives, and
7 measures, as appropriate, by the end of the
8 third year of a grant under this part, then the
9 grant payments shall not be made for any suc-
10 ceeding year of the grant.

11 “(d) EVALUATION AND DISSEMINATION.—The Sec-
12 retary shall evaluate the activities funded under this part
13 and report annually the Secretary’s findings regarding the
14 activities to the Committee on Health, Education, Labor,
15 and Pensions of the Senate and the Committee on Edu-
16 cation and the Workforce of the House of Representatives.
17 The Secretary shall broadly disseminate successful prac-
18 tices developed by eligible States and eligible partnerships
19 under this part, and shall broadly disseminate information
20 regarding such practices that were found to be ineffective.

21 **“SEC. 207. ACCOUNTABILITY FOR PROGRAMS THAT PRE-**
22 **PARE TEACHERS.**

23 “(a) STATE REPORT CARD ON THE QUALITY OF
24 TEACHER PREPARATION.—Each State that receives funds
25 under this Act shall provide to the Secretary annually, in

1 a uniform and comprehensible manner that conforms with
2 the definitions and methods established by the Secretary,
3 a State report card on the quality of teacher preparation
4 in the State, both for traditional certification or licensure
5 programs and for alternative certification or licensure pro-
6 grams, which shall include at least the following:

7 “(1) A description of the teacher certification
8 and licensure assessments, and any other certifi-
9 cation and licensure requirements, used by the
10 State.

11 “(2) The standards and criteria that prospec-
12 tive teachers must meet in order to attain initial
13 teacher certification or licensure and to be certified
14 or licensed to teach particular subjects or in par-
15 ticular grades within the State.

16 “(3) A description of the extent to which the
17 assessments and requirements described in para-
18 graph (1) are aligned with the State’s standards and
19 assessments for students.

20 “(4) The percentage of students who have com-
21 pleted at least 50 percent of the requirements for a
22 teacher preparation program at an institution of
23 higher education or alternative certification program
24 and who have taken and passed each of the assess-
25 ments used by the State for teacher certification and

1 licensure, and the passing score on each assessment
2 that determines whether a candidate has passed that
3 assessment.

4 “(5) For students who have completed at least
5 50 percent of the requirements for a teacher prepa-
6 ration program at an institution of higher education
7 or alternative certification program, and who have
8 taken and passed each of the assessments used by
9 the State for teacher certification and licensure,
10 each such institution’s and each such program’s av-
11 erage raw score, ranked by teacher preparation pro-
12 gram, which shall be made available widely and pub-
13 licly.

14 “(6) A description of each State’s alternative
15 routes to teacher certification, if any, and the num-
16 ber and percentage of teachers certified through
17 each alternative certification route who pass State
18 teacher certification or licensure assessments.

19 “(7) For each State, a description of proposed
20 criteria for assessing the performance of teacher
21 preparation programs in the State, including indica-
22 tors of teacher candidate skills and academic content
23 knowledge and evidence of gains in student academic
24 achievement.

1 “(8) For each teacher preparation program in
2 the State, the number of students in the program,
3 the average number of hours of supervised practice
4 teaching required for those in the program, and the
5 number of full-time equivalent faculty and students
6 in supervised practice teaching.

7 “(b) REPORT OF THE SECRETARY ON THE QUALITY
8 OF TEACHER PREPARATION.—

9 “(1) REPORT CARD.—The Secretary shall pro-
10 vide to Congress, and publish and make widely avail-
11 able, a report card on teacher qualifications and
12 preparation in the United States, including all the
13 information reported in paragraphs (1) through (8)
14 of subsection (a). Such report shall identify States
15 for which eligible States and eligible partnerships re-
16 ceived a grant under this part. Such report shall be
17 so provided, published and made available annually.

18 “(2) REPORT TO CONGRESS.—The Secretary
19 shall report to Congress—

20 “(A) a comparison of States’ efforts to im-
21 prove teaching quality; and

22 “(B) regarding the national mean and me-
23 dian scores on any standardized test that is
24 used in more than 1 State for teacher certifi-
25 cation or licensure.

1 “(3) SPECIAL RULE.—In the case of programs
2 with fewer than 10 students who have completed at
3 least 50 percent of the requirements for a teacher
4 preparation program taking any single initial teacher
5 certification or licensure assessment during an aca-
6 demic year, the Secretary shall collect and publish
7 information with respect to an average pass rate on
8 State certification or licensure assessments taken
9 over a 3-year period.

10 “(c) COORDINATION.—The Secretary, to the extent
11 practicable, shall coordinate the information collected and
12 published under this part among States for individuals
13 who took State teacher certification or licensure assess-
14 ments in a State other than the State in which the indi-
15 vidual received the individual’s most recent degree.

16 “(d) INSTITUTION AND PROGRAM REPORT CARDS ON
17 QUALITY OF TEACHER PREPARATION.—

18 “(1) REPORT CARD.—Each institution of higher
19 education or alternative certification program that
20 conducts a teacher preparation program that enrolls
21 students receiving Federal assistance under this Act
22 shall report annually to the State and the general
23 public, in a uniform and comprehensible manner
24 that conforms with the definitions and methods es-
25 tablished by the Secretary, both for traditional cer-

1 tification or licensure programs and for alternative
2 certification or licensure programs, the following in-
3 formation:

4 “(A) PASS RATE.—(i) For the most recent
5 year for which the information is available, the
6 pass rate of each student who has completed at
7 least 50 percent of the requirements for the
8 teacher preparation program on the teacher cer-
9 tification or licensure assessments of the State
10 in which the institution is located, but only for
11 those students who took those assessments
12 within 3 years of receiving a degree from the
13 institution or completing the program.

14 “(ii) A comparison of the institution or
15 program’s pass rate for students who have com-
16 pleted at least 50 percent of the requirements
17 for the teacher preparation program with the
18 average pass rate for institutions and programs
19 in the State.

20 “(iii) A comparison of the institution or
21 program’s average raw score for students who
22 have completed at least 50 percent of the re-
23 quirements for the teacher preparation program
24 with the average raw scores for institutions and
25 programs in the State.

1 “(iv) In the case of programs with fewer
2 than 10 students who have completed at least
3 50 percent of the requirements for a teacher
4 preparation program taking any single initial
5 teacher certification or licensure assessment
6 during an academic year, the institution shall
7 collect and publish information with respect to
8 an average pass rate on State certification or li-
9 censure assessments taken over a 3-year period.

10 “(B) PROGRAM INFORMATION.—The num-
11 ber of students in the program, the average
12 number of hours of supervised practice teaching
13 required for those in the program, and the
14 number of full-time equivalent faculty and stu-
15 dents in supervised practice teaching.

16 “(C) STATEMENT.—In States that require
17 approval or accreditation of teacher education
18 programs, a statement of whether the institu-
19 tion’s program is so approved or accredited,
20 and by whom.

21 “(D) DESIGNATION AS LOW-PER-
22 FORMING.—Whether the program has been des-
23 ignated as low-performing by the State under
24 section 208(a).

1 “(2) REQUIREMENT.—The information de-
2 scribed in paragraph (1) shall be reported through
3 publications such as school catalogs and promotional
4 materials sent to potential applicants, secondary
5 school guidance counselors, and prospective employ-
6 ers of the institution’s program graduates, including
7 materials sent by electronic means.

8 “(3) FINES.—In addition to the actions author-
9 ized in section 487(c), the Secretary may impose a
10 fine not to exceed \$25,000 on an institution of high-
11 er education for failure to provide the information
12 described in this subsection in a timely or accurate
13 manner.

14 “(e) DATA QUALITY.—Either—

15 “(1) the Governor of the State; or

16 “(2) in the case of a State for which the con-
17 stitution or law of such State designates another in-
18 dividual, entity, or agency in the State to be respon-
19 sible for teacher certification and preparation activ-
20 ity, such individual, entity, or agency;

21 shall attest annually, in writing, as to the reliability, valid-
22 ity, integrity, and accuracy of the data submitted pursuant
23 to this section.

1 **“SEC. 208. STATE FUNCTIONS.**

2 “(a) STATE ASSESSMENT.—In order to receive funds
3 under this Act, a State shall have in place a procedure
4 to identify and assist, through the provision of technical
5 assistance, low-performing programs of teacher prepara-
6 tion within institutions of higher education. Such State
7 shall provide the Secretary an annual list of such low-per-
8 forming institutions that includes an identification of
9 those institutions at risk of being placed on such list. Such
10 levels of performance shall be determined solely by the
11 State and may include criteria based upon information col-
12 lected pursuant to this part. Such assessment shall be de-
13 scribed in the report under section 207(a).

14 “(b) TERMINATION OF ELIGIBILITY.—Any institu-
15 tion of higher education that offers a program of teacher
16 preparation in which the State has withdrawn the State’s
17 approval or terminated the State’s financial support due
18 to the low performance of the institution’s teacher prepa-
19 ration program based upon the State assessment described
20 in subsection (a)—

21 “(1) shall be ineligible for any funding for pro-
22 fessional development activities awarded by the De-
23 partment of Education; and

24 “(2) shall not be permitted to accept or enroll
25 any student who receives aid under title IV of this
26 Act in the institution’s teacher preparation program.

1 **“SEC. 209. GENERAL PROVISIONS.**

2 “(a) METHODS.—In complying with sections 207 and
3 208, the Secretary shall ensure that States and institu-
4 tions of higher education use fair and equitable methods
5 in reporting and that the reporting methods do not allow
6 identification of individuals.

7 “(b) SPECIAL RULE.—For each State in which there
8 are no State certification or licensure assessments, or for
9 States that do not set minimum performance levels on
10 those assessments—

11 “(1) the Secretary shall, to the extent prac-
12 ticable, collect data comparable to the data required
13 under this part from States, local educational agen-
14 cies, institutions of higher education, or other enti-
15 ties that administer such assessments to teachers or
16 prospective teachers; and

17 “(2) notwithstanding any other provision of this
18 part, the Secretary shall use such data to carry out
19 requirements of this part related to assessments or
20 pass rates.

21 “(c) LIMITATIONS.—

22 “(1) FEDERAL CONTROL PROHIBITED.—Noth-
23 ing in this part shall be construed to permit, allow,
24 encourage, or authorize any Federal control over any
25 aspect of any private, religious, or home school,
26 whether or not a home school is treated as a private

1 school or home school under State law. This section
2 shall not be construed to prohibit private, religious,
3 or home schools from participation in programs or
4 services under this part.

5 “(2) NO CHANGE IN STATE CONTROL ENCOUR-
6 AGED OR REQUIRED.—Nothing in this part shall be
7 construed to encourage or require any change in a
8 State’s treatment of any private, religious, or home
9 school, whether or not a home school is treated as
10 a private school or home school under State law.

11 “(3) NATIONAL SYSTEM OF TEACHER CERTIFI-
12 CATION PROHIBITED.—Nothing in this part shall be
13 construed to permit, allow, encourage, or authorize
14 the Secretary to establish or support any national
15 system of teacher certification.

16 **“SEC. 210. AUTHORIZATION OF APPROPRIATIONS.**

17 “There are authorized to be appropriated to carry out
18 this part \$300,000,000 for fiscal year 2004 and such sums
19 as may be necessary for each of the 4 succeeding fiscal
20 years, of which—

21 “(1) 45 percent shall be available for each fiscal
22 year to award grants under section 202;

23 “(2) 45 percent shall be available for each fiscal
24 year to award grants under section 203; and

1 “(3) 10 percent shall be available for each fiscal
2 year to award grants under section 204.”.

3 **SEC. 3. PREPARING TOMORROW’S TEACHERS TO USE TECH-**
4 **NOLOGY.**

5 (a) **ELIGIBILITY.**—Section 222(a)(3)(D) of the High-
6 er Education Act of 1965 (20 U.S.C. 1042(a)(3)(D)) is
7 amended by inserting “nonprofit telecommunications enti-
8 ty,” after “community-based organization,”.

9 (b) **PERMISSIBLE USES OF FUNDS.**—Section
10 223(b)(1)(E) of the Higher Education Act of 1965 (20
11 U.S.C. 1043(b)(1)(E)) is amended to read as follows:

12 “(E) To use technology to collect, manage,
13 and analyze data to improve teaching, learning,
14 and decisionmaking for the purpose of increas-
15 ing student academic achievement.”.

16 (c) **AUTHORIZATION OF APPROPRIATIONS.**—Section
17 224 of the Higher Education Act of 1965 (20 U.S.C.
18 1044) is amended by striking “each of fiscal years 2002
19 and 2003.” and inserting “fiscal year 2004 and each of
20 the 4 succeeding fiscal years.”.

21 **SEC. 4. CENTERS OF EXCELLENCE.**

22 Title II of the Higher Education Act of 1965 (20
23 U.S.C. 1021 et seq.) is amended by adding at the end
24 the following:

1 **“PART C—CENTERS OF EXCELLENCE**

2 **“SEC. 231. PURPOSES; DEFINITIONS.**

3 “(a) PURPOSES.—The purposes of this part are—

4 “(1) to help recruit and prepare teachers, in-
5 cluding minority teachers, to meet the national de-
6 mand for a highly qualified teacher in every class-
7 room; and

8 “(2) to increase opportunities for Americans of
9 all educational, ethnic, class, and geographic back-
10 grounds to become highly qualified teachers.

11 “(b) DEFINITIONS.—As used in this part:

12 “(1) ELIGIBLE INSTITUTION.—The term ‘eligi-
13 ble institution’ means—

14 “(A) an institution of higher education
15 that has a teacher preparation program that
16 meets the requirements of section 203(b)(2)
17 and that is—

18 “(i) a part B institution (as defined in
19 section 322);

20 “(ii) a Hispanic-serving institution (as
21 defined in section 502);

22 “(iii) a Tribal College or University
23 (as defined in section 316);

24 “(iv) an Alaska Native-serving institu-
25 tion (as defined in section 317(b)); or

1 “(v) a Native Hawaiian-serving insti-
2 tution (as defined in section 317(b));

3 “(B) a consortium of institutions described
4 in subparagraph (A); or

5 “(C) an institution described in subpara-
6 graph (A), or a consortium described in sub-
7 paragraph (B), in partnership with any other
8 institution of higher education, but only if the
9 center of excellence established under section
10 232 is located at an institution described in
11 subparagraph (A).

12 “(2) HIGHLY QUALIFIED.—The term ‘highly
13 qualified’ has the meaning given such term in sec-
14 tion 9101 of the Elementary and Secondary Edu-
15 cation Act of 1965 (20 U.S.C. 7801).

16 “(3) SCIENTIFICALLY BASED READING RE-
17 SEARCH.—The term ‘scientifically based reading re-
18 search’ has the meaning given such term in section
19 1208 of the Elementary and Secondary Education
20 Act of 1965 (20 U.S.C. 6368).

21 “(4) SCIENTIFICALLY BASED RESEARCH.—The
22 term ‘scientifically based research’ has the meaning
23 given such term in section 9101 of the Elementary
24 and Secondary Education Act of 1965 (20 U.S.C.
25 7801).

1 **“SEC. 232. CENTERS OF EXCELLENCE.**

2 “(a) PROGRAM AUTHORIZED.—From the amounts
3 appropriated to carry out this part, the Secretary is au-
4 thorized to award competitive grants to eligible institu-
5 tions to establish centers of excellence.

6 “(b) USE OF FUNDS.—Grants provided by the Sec-
7 retary under this part shall be used to ensure that current
8 and future teachers are highly qualified, by carrying out
9 one or more of the following activities:

10 “(1) Implementing reforms within teacher prep-
11 aration programs to ensure that such programs are
12 preparing teachers who are highly qualified, are able
13 to understand scientifically based research, and are
14 able to use advanced technology effectively in the
15 classroom, including use for instructional techniques
16 to improve student academic achievement, by—

17 “(A) retraining faculty; and

18 “(B) designing (or redesigning) teacher
19 preparation programs that—

20 “(i) prepare teachers to close student
21 achievement gaps, are based on rigorous
22 academic content, scientifically based re-
23 search (including scientifically based read-
24 ing research), and challenging State stu-
25 dent academic content standards; and

26 “(ii) promote strong teaching skills.

1 “(2) Providing sustained and high-quality
2 preservice clinical experience, including the men-
3 toring of prospective teachers by exemplary teachers,
4 substantially increasing interaction between faculty
5 at institutions of higher education and new and ex-
6 perience teachers, principals, and other administra-
7 tors at elementary schools or secondary schools, and
8 providing support, including preparation time, for
9 such interaction.

10 “(3) Developing and implementing initiatives to
11 promote retention of highly qualified teachers and
12 principals, including minority teachers and prin-
13 cipals, including programs that provide—

14 “(A) teacher or principal mentoring from
15 exemplary teachers or principals; or

16 “(B) induction and support for teachers
17 and principals during their first 3 years of em-
18 ployment as teachers or principals, respectively.

19 “(4) Awarding scholarships based on financial
20 need to help students pay the costs of tuition, room,
21 board, and other expenses of completing a teacher
22 preparation program.

23 “(5) Disseminating information on effective
24 practices for teacher preparation and successful

1 teacher certification and licensure assessment prepa-
2 ration strategies.

3 “(6) Activities authorized under sections 202,
4 203, and 204.

5 “(c) APPLICATION.—Any eligible institution desiring
6 a grant under this section shall submit an application to
7 the Secretary at such a time, in such a manner, and ac-
8 companied by such information the Secretary may require.

9 “(d) MINIMUM GRANT AMOUNT.—The minimum
10 amount of each grant under this part shall be \$500,000.

11 “(e) LIMITATION ON ADMINISTRATIVE EXPENSES.—
12 An eligible institution that receives a grant under this part
13 may not use more than 2 percent of the grant funds for
14 purposes of administering the grant.

15 “(f) REGULATIONS.—The Secretary shall prescribe
16 such regulations as may be necessary to carry out this
17 part.

18 **“SEC. 233. AUTHORIZATION OF APPROPRIATIONS.**

19 “There are authorized to be appropriated to carry out
20 this part \$10,000,000 for fiscal year 2004 and such sums
21 as may be necessary for each of the 4 succeeding fiscal
22 years.”.

1 **SEC. 5. TRANSITION.**

2 The Secretary of Education shall take such actions
3 as the Secretary determines to be appropriate to provide
4 for the orderly implementation of this Act.

